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ABSTRACT

This report on outcomes of education for Pima Community College (PCC) in Arizona discusses 10 of PCC's success indicators: (1) PCC students and employees will reflect the diversity of the community; (2) students will find the college's programs and services accessible and competitively affordable among Arizona community colleges; (3) college courses and programs will meet the needs of students, employees, and educational partners; (4) employers and educational partners will find that the college adapts quickly and responsibly to changing education and workplace requirements; (5) students will show persistence in reaching their educational goals; (6) community constituents will share the college's perception of PCC's mission and its progress toward achieving its mission; (7) the college will identify and implement ways to meet the needs of the unserved, underserved, and non-returning students in its service area; (8) the college will meet the expectations of employers and its educational partners for collaboration, articulation, and sharing resources; (9) students completing course work will have the knowledge, skills, and values to compete successfully in continuing higher education and local and global markets; and (10) the college will provide effective professional development programs. Outcomes for 2000-2001 are reported for each indicator; overall, PCC is making progress on all goals. (NB)

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Mission Indicators of Success
Outcomes Report
2000/2001

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MISSION INDICATORS OF SUCCESS
OUTCOMES REPORT
2000/2001

I. Pima Community College students and employees will reflect the diversity of the community.

In Fall 1999, the College ***student enrollment*** and its ***employee profile*** included a higher percentage of ethnic minorities and of women than the general population of Pima County as of the 1999 estimated Census.

Ethnic Group	Estimated 1999 Pima County Population over age 15	Fall 1999 Students	Fall 1999 PCC Employees	Fall 1999 PCC Employees by Category		
				Administrators	Full-time Faculty	Full-time Staff
African American	3%	4%	4%	7%	5%	4%
Asian American	2%	4%	3%	2%	3%	2%
Hispanic	20%	28%	21%	16%	12%	31%
Native American	2%	3%	2%	5%	2%	2%
Total Minority	27%	39%	30%	30%	22%	39%
Gender						
Female	52%	54%	55%	59%	53%	61%
Male	48%	46%	45%	41%	47%	39%

II. Students will find the College programs and services accessible and competitively affordable among Arizona Community Colleges.

In 1998-99, PCC ranked 6th among all Arizona Community Colleges for tuition charged. At $822, PCC's tuition was below the average ($831) for all Arizona community colleges.

Accessibility is determined by a combination of student cost and perception. In a recent survey conducted jointly by the American Association of Community Colleges and ACT, Pima College students rated the College (on a 5-point scale) higher than did students at other participating Arizona Community Colleges in affordability (PCC: 4.10 vs. average of 3.45 for other participating Arizona community colleges), availability of courses at preferred times (3.92 vs. 3.60), program availability (3.64 vs. 3.13), and satisfaction with services (3.48 vs. 3.28).

III. College courses and programs will meet the needs of students, employers, and its educational partners.

In a Spring 2000 survey, students gave an overall rating of 3.6 on a 4-point scale on access to, and satisfaction with, support services.

Pima County employers and community partners rated PCC "very well" on a 3-point scale in providing students with skills for jobs (2.54). They rated Pima as doing "well" in preparing them to transfer to 4-year colleges and universities (2.36), developing their basic skills (2.48), providing them with general education courses (2.41), and in promoting economic development (2.24).

IV. Employers and educational partners will find that the College adapts quickly and responsibly to changing education and work placement requirements.

In a Summer 2000 survey, Pima County employers and community partners rated PCC on a 3-point scale as doing "well" (2.16) in adapting quickly to meet changing community needs.

During 1999-2000, the College's Business and Industry Training Division provided workforce development and contract training services for some 300 employers. In addition, Business and Industry's Small Business Development Center counseled 470 clients and conducted 70 seminars, conferences and workshops in which 776 people were in attendance.

V. Students will show persistence in reaching their educational goals.

During the Fall 1999 semester, students successfully completed 90% of credits attempted. Sixty-seven percent of the grades awarded to PCC students in the Fall of 1999 reflected success (As, Bs, Cs, Ps). Withdrawals accounted for 17% of the grades. This is comparable to the grade distributions for other large urban community colleges in the State.

In Fall of 1998, the College piloted three components (Early alert, Academic Advising, and Orientation) under the first phase of its Student Success System resulting in a 10% increase or more in retention for those students participating in the pilot. In Fall 1999, the College continued to pilot student success system components; six percent fewer students in this group withdrew from courses than did so among comparable students who were not part of the pilot.

Of the 6,230 new-to-higher education students who began attending PCC in the Fall of 1997, 55% returned the following Spring semester (1998) and 38% returned again in the Fall 1998 semester.

In 1998-99, 3% of the total annual PCC student body received degrees or certificates.

VI. Community constituents will share the College's perception of the College mission and its progress toward achieving its mission.

During Summer 2000, Pima County employers and community partners were surveyed to evaluate the College's attainment of its mission and purposes. On a 3-point scale, respondents rated providing students skills for jobs and advancement (2.96), preparing students to transfer to a 4-year college or university (2.79), providing basic skills (2.74), and providing support services (2.65), all highly important. They rated providing general education as being of medium importance (2.36). Community constituents rated the College as doing "very well" in giving students skills for jobs and advancement in chosen fields and "well" in the other four areas.

VII. The College will identify and implement ways to meet the needs of the unserved, underserved, and non-returning students in its service area.

In 1998-99, the College offered new programs and opportunities for the community showing an overall enrollment growth of 4,146 (8%) compared to the prior year. The Community Campus, which includes the Northwest and Northeast Centers and Banner Training accounted for 67% of the growth, the East Campus including the newly developed Public Safety Institute 17%, and the Desert Vista Campus 16%.

PCC opened an educational center in the Northeast sector of Tucson in the Spring of 2000. The College provides registration, advising, and day, evening and weekend curricula at the new location. The center enrolled more than 650 students in the Fall 2000 semester.

The PCC Northwest Community Learning Center opened its doors to students in 1998. The center covers a wide range of classes and offers flexible scheduling in both day, evening and weekend courses. The new center now enrolls more than 1,400 students. The College will build a permanent campus in the area that will open for the 2002 fall term. The new campus is expected to have an enrollment of about 4,500 when it opens and up to 10,000 students by the time the campus is fully developed over the next several years.

In 1999, the College Board of Governors approved a joint-venture Education Center with the Vail School District to offer courses in the far Southeast of the College District.

Student attendance patterns demonstrate that students consider campus programs in addition to the proximity to their homes when deciding to enroll in the College.

VIII. The College will meet the expectations of employers and its educational partners for collaboration, articulation, and sharing resources.

During Summer of 2000 Pima County employers and the College's other community partners rated PCC on a 3-point scale as doing "well" in having formal agreements with other institutions (2.39), in working together on joint projects and programs with local organization (2.38), sharing resources (2.27), and providing education or training for specific industry needs (2.19).

The College collaborated with employers and educational partners in more than 500 activities in 1999-00.

From June 1999 to June 2000 the College conducted feasibility studies on twenty proposed occupational programs, two transfer programs, and one special interest course to identify industry and educational needs. As part of each feasibility study, focus groups comprised of local employers identified the needs of the industry as well as specific occupation(s) appropriate for community college preparation.

IX. Students completing course work will have the knowledge, skills, and values to compete successfully in continuing higher education and local and global markets.

Of the 305 new-to-higher education students, who began attending PCC in the Fall of 1988 and were ready for transfer by Spring 1994, 50% had, either earned (n=105) or were still pursuing (n=46) a bachelor's degree at a state university, within seven years of starting PCC.

The *four* programs recently reaccredited or in the process of reaccreditation had these employment rates for graduates:

Respiratory Care (reaccreditation in process):	81% employed (1999 graduates)
Associate Nursing (reaccredited in 1999):	91% employed (1996 to 1997 graduates)
Radiologic Technology (Reaccredited in 2000):	100% employed (1998 to 99 graduates)
Legal Assisting (reaccredited in 1999):	88% employed (96 through 98 graduates)

In 1998-99 the certification test pass-rates for PCC graduates were as follows:

Dental Assisting, X-Ray Certification	99%
Dental Hygiene	100%
Registered Nursing	90%
Practical Nursing	86%

Respiratory Therapy	93%

X. **The College will provide effective professional development programs.**

From July 1999 through June 2000, 469 employees attended training. Seventy-six percent of attendees completed evaluations. Fifty-one percent of respondents rated the programs "excellent" and twenty-four percent rated them "above average." Professional development offerings during 1999-2000 included a variety of classes and workshops on: diversity, management development, technology, and communication skills.